Massachusetts Department of Elementary and Secondary Education
Center for School and District Accountability
Progress Report

District:	Fall River Public Schools	**ESE Monitor:**	Dr. Joan Connolly
Review Period:	July - December 2010	**Date of Report:**	March 11, 2011

Summary of Overall Progress to Date:

Progress in Implementing the Recovery Plan

The Fall River Public Schools (FRPS) Recovery Plan, as directed by the Commissioner includes four sections that reflect the areas of concern identified in the Evaluation Report prepared by the Office of School and District Accountability: Leadership and Governance, Teaching and Learning, Human Resource Management and Financial Management. The Recovery Plan was implemented in September 2009, and the first quarterly report provided a summary of the district's progress in each area through December 2009. This progress report provides an analysis of the district's progress one year after the first progress report-- through December 2010.

Leadership and Governance

From the end of the December 2009 reporting period to this reporting period through December 2010, the plan for strengthening Leadership and Governance has included strategies for developing a policy manual; improving School Committee meetings; establishing effective working relationships between the School Committee and superintendent; developing a handbook with clear role distinctions between the governing body and superintendent; developing and implementing a superintendent evaluation tool; developing and implementing a School Committee self-monitoring process; and, working in cooperation with ESE to improve the FRPS. A description of the progress for each of the seven strategies follows.

Fall River School Committee members have continued to work with the Massachusetts Association of School Committees, Bruce Assad, Esq., and Dr. Thomas Kelly on the development of the District Policy Manual. The Policy Manual has been completed and was approved by the School Committee on December 13, 2010. The Policy Manual is scheduled to be presented to district administrators in January 2011. Now that the Policy Manual is in place it will be incumbent upon both elected officials and school department staff to follow these policies in carrying out the business of the FRPS. The fidelity in using the Policy Manual, evaluating its effectiveness, and updating it as necessary—to result in the implementation consistent practices that support school and student success—will demonstrate whether this work has led to embedded and sustained improvements to leadership and governance. (Strategy 1)

The School Committee and the Superintendent have continued to work to improve the format of School Committee meetings. This work includes guidelines for subcommittee work, citizen input, a 6 month calendar for agenda items and an action agenda that includes Superintendent's recommendations and "vote to approve" action items. With these changes are in place, reliable execution is expected to improve the ways in which the School Committee interacts with each other, the superintendent, and district stakeholders in the service of conducting productive public meetings. (Strategy 2)

The School Committee and Superintendent have established practices to build a cohesive working relationship that supports informed governance and effective educational leadership. To prepare the School Committee for upcoming matters for discussion and decision-making, members receive back up materials for

agenda items seven days in advance of School Committee meetings. To keep members informed, the Superintendent continues to meet quarterly with individual School Committee members to discuss improvements to the school system, and has implemented a system of bi-weekly written communications from the Superintendent to the School Committee on December 17, 2010. By having and relying on reliable information channels to receive current information on programs, practices, the schools, challenges, and items on the next meeting agenda, the governance body is better poised to sustain a focus on decision-making and continuing to build a strong working relationship with the superintendency.(Strategy 3)

The handbook to clearly define roles and responsibilities and provide measureable indicators of success for the School Committee and Superintendent has not been developed. Some of the substance of the handbook necessitated the approval of the Policy Manual first. Now that the Policy Manual is in place, the School Committee, under the guidance of Dr. Thomas Kelly, needs to move forward to complete this action step. (Strategy 4)

The School Committee has implemented a revised evaluation procedure to evaluate the Superintendent which included agreed upon processes, tools and procedures. The School Committee completed its first evaluation of the Superintendent using the revised procedure in November 2010. It also has developed an annual timeline which must be followed to ensure timely evaluations of the Superintendent every year. According to this timeline the evaluation will be completed in June 2011. Adhering to this timeline going forward will demonstrate the School Committee's commitment to embedding its policies and procedures to solidify its new ways to act upon its key role in holding the superintendent accountable for the continuous improvement of the school system. (Strategy 5)

The School Committee has worked with Dr. Thomas Kelly and Bruce Assad, Esq. on the development of a self evaluation tool for the purpose of monitoring its adherence to School Committee rules and expectations. The School Committee approved a self-evaluation tool on December 13, 2010, and decided to submit completed, anonymous forms to Attorney Assad by January 4, 2011 with the goal of reporting the composite results at the January 10, 2011 School Committee meeting. Follow through on these actions under the leadership of the Chairman of the School Committee will demonstrate initial commitment to this practice. The reliable administration of the decided upon self evaluation tool, and the self-monitoring after each meeting, should result in self-reflective and continuously improving School Committee discourse and actions. (Strategy 6)

The School Committee and district leadership continue cooperating with DESE in support of the Recovery Plan. Recovery Plan Action Steps are included on monthly School Committee agendas for discussion and action. The Superintendent will report on 12 month benchmarks at the January 2011 School Committee meeting in addition to the established monthly reporting. The district has used ongoing support and assistance from ESE and negotiated adjustments and changes to the Recovery Plan to respond to identified needs and changed circumstances. (Strategy 7/Condition 9)

In summary, elected officials and leadership of the Fall River Public Schools have made progress in establishing systems to guide, improve and monitor the effectiveness of their work. The next critical challenge for the school district is using these systems with fidelity to embed the new ways of conducting business in the FRPS. For example, the Policy Manual must reliably guide practice so that actions should follow existing policies, and new policy needs should be proactively identified. If there is need for a policy on a topic, the School Committee must make it its business to develop a policy. Further, some critical work needs to be executed. Developing the handbook that articulates the roles and responsibilities of the School Committee and the Superintendent must be a School Committee priority and completed in a timely manner. The School Committee Self-Evaluation tools and processes must be refined according to the will of the majority of the School Committee and immediately put into practice.

Teaching and Learning

From the end of the December 2009 reporting period to this reporting period through December 2010, the plan for strengthening Teaching and Learning has

included strategies for developing aligned strategic and improvement plans; improving instruction for English language learners; improving instruction to students with disabilities; improving student learning through more effective use of assessment data; program evaluation; improving the curriculum and its delivery; and, coordinating strategic efforts A description of the progress for each of the seven strategies follows.

A planning group has been working together to develop a strategic plan. This group has met a total of eight times since January of 2010, and the work of developing a Strategic Plan is ongoing. The planning group includes community partners, parents, teachers, union representatives, administrators and school committee members. Three themes have emerged from the "scenario planning", social and emotional wellness, community integration and technological impact. The writing of the plan has begun. (Strategy 1, Action Steps 1.1 and 1.3)

The 2010-2013 FRPS District Improvement Plan was approved at the November 8, 2010 School Committee meeting. The DIP was built from the strategies of the Teaching and Learning section of the Recovery Plan and was influenced by the District Vision of the Strategic Plan. After the completion of the DIP school leadership teams participated in a two hour workshop to understand the new plan. Schools were then directed to amend their existing SIPs to better align with the DIP. A mechanism has been developed to assure that SIPS and the DIP are aligned. There is alignment with student performance outcomes. There is also alignment between the DIP and the Strategies and Acton Steps of the SIPS. The Office of Instruction designed a rubric to assess the degree of alignment in designated areas. It was noted that prior to this rubric and associated feedback, SIPS demonstrated weaknesses in addressing action steps to support English Language Learners and Special Education students. (Strategy 1, Action Steps 1.2 and 1.4)

A new protocol for monitoring schools was introduced, the School Review Visit. Schools have been placed in one of three tiers of support: high, moderate or low. District administrators are expected to make regular visits to their assigned schools based on need in order to provide monitoring, and/or assistance and to share successful strategies from other schools. Strategy 1, Action Step and 1.5)

Practices to support English language learners (ELLs) have been improved. Progress is being made in strengthening the ELL expertise of teachers and staff with the larger goal of improving the achievement of English Language Learners. Every school has at least one staff person trained as Qualified MELA-O Assessors. (Strategy 2, Action Step 2.1) Additionally, schools are now able to place LEP students in classes with qualified (category trained) staff because a database of category trained staff has been created in X2 Aspen and updated after each training. School administrators can query their category trained staff. The five schools that have the largest number of limited English proficient students are piloting the use of The Sheltered Content Classroom Observation Tool to improve student comprehension of classroom subjects while they are still learning the English language. These schools also have priority status for training staff. (Strategy 2, Action Step 2.2)

New procedures for student identification of students in various stages of learning English have been implemented K-12. A system for coding students in X2Aspen has been established and Student Information Management System staff have been trained to use the system correctly. A system for reclassifying and monitoring students has been implemented. Each school has an administrator overseeing the exiting and monitoring system at the school level. (Strategy 2, Action Step 2.3 and 2.4)

ELL Parent involvement programs have been redesigned. A Spanish speaking Community Worker has been hired, and a Portuguese speaking Community Worker has been reassigned to the Student Assignment Center. Surveys were randomly sent to families with children who entered the ELL Program, but only one third were returned. The FRPS needs to continue to be aggressive in their efforts to receive feedback from parents. As a result of feedback they did receive, however, the ELL Parent Brochure is being revised and updated. (Strategy 2, Action Step 2.5)

In response to the Corrective Action Plan, the district worked to address civil rights and ELL compliance issues. FRPS made efforts to form a Parent Advisory

Group. Feedback from families indicated that there was a need for school-based structures for communication and meetings versus district-based structures. Many different kinds of efforts are being made at the school level to communicate more effectively with parents of ELL students. Translations are available at parent conference nights, more notices are being sent home in Spanish and Portuguese, more aggressive efforts are being made to reach out to parents of ELL to attend school events. Math nights have been redesigned to be more sensitive to ELL parents. ELL Progress reports have been piloted at two elementary schools and plans are being made to expand this effort. (Strategy 2, Action Step 2.6) The role of ELL liaisons has been revised and the district has expanded its ELL program to all schools at the elementary level. There is a lot of training happening throughout the system that is designed to fit the needs of the school (s). (Strategy 2, Action Step 2.8)

The system continues to face some challenges in supporting and monitoring the implementation of Sheltered English Immersion and effective ELL instruction. During this school year a new tiered system has been established. While it appears comprehensive, it also seems somewhat complicated. Also, with a goal of increasing the number of ESL certified staff in program schools by 50%, the district has continued to lack success in recruiting applicants for positions teaching English as a Second Language. (Strategy 2, Action Step 2.7 and 2.9)

The district is also struggling with the development of its ELL K-12 curriculum that will align with Massachusetts' English Language Performance Benchmark Objectives. The staff involved continues to revise the curriculum documents based on feedback received. At this point ESL K-8 curriculum maps are in draft form; for grades 9-12, maps are in place for more revision through January. There is a plan to hire a consultant to work with staff on this project. (Strategy 2, Action Step 2.10)

With regard to the overall strategy to improve ELL instruction, the district acknowledges that the plan for rolling out processes and procedures needs to be refined, given the variances in school and principal needs in the district. While the FRPS is working hard to put systems and processes in place to best serve their population of English Language Learners, there is much work to be done before reliably effective systems to support teaching and learning in the classroom are in place. This area falls within the responsibility of the Office of Instruction, which is a suitable vehicle for building ownership for the learning of all children, including those learning English, across the entire school system. The district states that they have moved from a reactive to a proactive mode in developing content staff's capacity to teach ELL students. Leaders also acknowledge that the professional development plan is more in-depth and complex than their previous plan. In order to implement this and other complex approaches effectively, all stakeholders in the FRPS need to develop real ownership and commitment to addressing challenges facing all learners. The district must rapidly take on the difficult and challenging work to expand its capacity and commitment to secure the resources and support required by students learning English to achieve at high levels. (Strategy 2)

Continued progress has been made in strengthening the expertise of teachers with the goal of improving achievement of students with disabilities. Training in how to work with children with autism continues; seven Fall River teachers are becoming Board-Certified Behavior Analysts. Professional development is ongoing to prepare for the restructuring of the elementary inclusion model so that students with disabilities are included as much as possible in regular education classes. In response to a needs assessment about special education classes at the middle school level, an alternative middle school was opened in September 2010. A Special Education Procedural Manual has been developed which includes updated systems and forms. All required parental and student notices are now available in the language of the home. (Strategy 3, Action Steps 3.1, 3.2, 3.3, and 3.4)

Technical requirements necessitated by the Corrective Action Plan for special education have been all met, and the Special Education Department has also put in place systems and procedures that are part of the Recovery Plan. The district's progress report for Action Step 3.7 states that "All Fall River school personnel are clear about their roles and responsibilities and about the procedures and processes that need to be followed." This is important and necessary. What remains unclear is the degree to which all Fall River personnel feel a shared responsibility in educating all children with disabilities. Without shared responsibility, the achievement gap between children in "regular education" and those in" special education" is unlikely to be narrowed. Using the new tiered method of service to

schools, the district is well poised to take steps to ensure that all staff are clear about their responsibilities for these children, and that the expected practices are implemented, monitored, improved after high-quality feedback, and continue demonstrating shared ownership of the education of all children. (Strategy 3, Action Steps 3.5, 3.6, 3.7, 3.8)

The use of student data to target instruction is developing. District-wide common formative assessments are in place grades 2-12. Schools have access to a variety of reports in a format that allows them to use the results of the formative tests to change and/or improve instruction. Training for Test Wiz has been in place since 2003. The use of Test Wiz allows access to immediate data in order to monitor district and school progress. There is ongoing professional development for teachers and administrators on how to analyze data and use that analysis to improve instruction. The major focus for all schools this year is TERC's Using Data with training starting in the summer of 2010. (Strategy 4, Action Steps 4.1, 4.2, 4.3)

Program Evaluation is underway to eventually allow FRPS to understand the impact of initiatives. The FRPS determined that the district did not have the capacity to do rigorous program evaluations. This determination led to the hiring of the new Director. This process appears to hold great promise for the district. The new Director of Program Evaluation was hired in October 2010. During the short time that she has been in this position she has identified a program evaluation model that will guide all district program evaluations. The goals of these evaluations will be ongoing program improvement and measuring program effectiveness, to determine what is required to sustain a program, and to identify areas for professional development. In December district program evaluations were prioritized and evaluation questions were developed. A positive indicator of this new process of program evaluation is that the evaluations are directly connected to Teaching and Learning strategies and action steps included in the DIP. (Strategy 5, Action Steps 5.1, 5.2, 5.3) One evaluation plan has been created using the new model. This evaluation will study the district's instructional coaching model. The evaluation will assess the value of instructional coaches and guidance counselors in working with the needs of ELL and Special Education students. (Strategy 5, Action Step 5.4) Program evaluation will help to support the main function of the Instructional Leadership Team, to monitor the implementation of the DIP. Five other program evaluation models have been conducted in the past year. (Strategy 5, Action Step 5.5)

Curriculum improvements are notable. The district is revising their curriculum using a system of standards mapping. There are three stages of this work, mapping and benchmarking, developing common units of study, reviewing and revising. Stage 1 of the Curriculum Renewal Cycle has been completed. The ELA PK-12 has been aligned to the revised ELA Massachusetts Curriculum Framework and Common Core. Mathematics K-8 Curriculum Maps have been disseminated and K-5 Science Curriculum Maps are available. The Middle School Science Curriculum has been in a two year revision cycle and is being implemented in all middle schools. This is the revision year for Social Science. Teachers have three ways in which to contribute to the work of curriculum alignment; membership on a curriculum design team, give feedback on the mapping through a Feedback Template and will next be able to give feedback on implementation of the curriculum maps. (Strategy 6, Action Steps 6.1, 6.2, 6.3, 6.4, 6.5) The implementation of the ELA curriculum maps was supported by professional development provided to principals, who in turn were expected to provide professional development to their staff. (Strategy 6, Action Step 6.6) The curriculum renewal process and School Review Visits are in place to ensure regular improvement and delivery of the aligned curriculum. (Strategy 6, Action Step 6.7)

Work is underway to develop a system of more effective method of communication between the FRPS and families, staff and community. During the summer of 2010 a communications consultant was hired to conduct interviews with stakeholders, provide communications training for principals and members of the senior leadership team, and develop a draft Communications Policy. This policy is scheduled for a presentation to the School Committee in January. (Strategy 7, Action Step 7.1)

The alignment of resources to support teaching and learning are being considered in the process. District improvement priorities are being communicated to the district budgeting process via a newly developed Budget Template. School Improvement Goals and accompanying narrative are included in the template and

they align with changes and or additions to a school's requested budget. (Strategy 7, Action Step 7.2) Groups of stakeholders are in place who will advocate for the resources necessary to support the goals of the FRPS. (Strategy 7, Action Step 7.3)

Overall, in the area of Teaching and Learning, significant progress has been made in the area of curriculum alignment and processes for the implementation of that curriculum. Holding all parties accountable for changes to practice, tracking progress through interim assessments and adjusting instruction based on results will be the next set of challenges to be met. Student achievement data will be an important indicator about the added value of the new curriculum and instructional practice in Fall River classrooms. Data will also be indicative of how closely building leaders and teachers are adhering to the curriculum documents and maps that were developed through the collaborative process that included a significant investment of the time of district leaders, teachers and some outside consultants.

One of the critical needs remaining, as the different segments of the school system develop their systems of best practice, is greater integration of systems that support differentiated needs of children of Fall River. Children who speak English as a second language need to be assured of access to all programs in all schools. The faculty and leadership in Fall River schools must go to great lengths to assure their students and their families that they all will have the opportunity to participate in high quality learning environments and will receive the supports that they will need to succeed. Similarly, Special Education services must be viewed by faculty and leadership as valuable services to improve teaching and learning, not simply compliance activities. These programs and services should support student learning to narrow the achievement gap between "regular" education students and "special" education students.

Human Resource Management

From the end of the December 2009 reporting period to this reporting period through December 2010, the plan for strengthening Human Resource Management has included strategies for hiring a Human Resources director; actively addressing school leader needs; developing evaluation instruments and procedures for administrator and support staff evaluations; implementing a new teacher evaluation instrument; developing an employee assistance program; and reaching a collective bargaining agreement with FREA. A description of the progress for each of the six strategies follows.

A Human Resource Director has been hired and has received training and mentoring from the outgoing Recovery Director of Human Resources. Training has been provided on-site and by phone. The Director has developed an entry Plan with time-bound goals and a separate guiding document that details her responsibilities for accomplishing the Human Resources strategies in the Recovery Plan. (Strategy 1)

Increased support has been provided to building administrators from Central Office staff. Periodic meetings for building administrators are scheduled to a channel to communicate building needs and feedback on what is working and what is not. Targeted professional development has been provided to principals to assist them in understanding and meeting the goals of the FRPS and of the Recovery Plan. Principals have developed a set of Smart Goals designed to further assist them with aligning their work with district goals. Monthly leadership seminars are being held to specifically address goals in teaching and learning, human resources and financial management. A district Leadership Team has been developed to increase communication across schools and departments in addition to being another way to provide support to principals. (Strategy 2)

Progress is being made towards the goal of having current evaluation systems in place and utilized for all staff in the FRPS. A tool has been developed that will be used during this school year to evaluate central office staff. An evaluation document has been approved to evaluate Principals during this school year as well. The teacher evaluation tool is currently being piloted with full implementation to begin in June 2011. Negotiations have been completed for the district's Level 4 schools; this included full implementation of the new teacher evaluation tool with no pilot year. Paraprofessional job descriptions, evaluation tools, and evaluation procedures have been negotiated; ratification was scheduled for January 2011. Revisions to evaluation tools and processes for custodians,

maintenance and nurses have been planned. The last area for revision to evaluation tools and processes is the evaluation instrument for Fall River Administrative Association members, including Vice Principals, Department Heads, Coordinators, Counselors and Psychologists. The district has requested to begin negotiations. (Strategy 3 and 4)

An Employee Assistance Plan has been developed, funded, approved by the School Committee, and is currently in place.(Strategy 5)

A successor collective bargaining agreement is not in place. The one year agreement that was in place has expired. Currently there is no contract between the Fall River Educators Association and the Fall River School Committee. Negotiations are ongoing. Condition #7 from the Commissioner of Elementary and Secondary Education has not been met. (Strategy 6/Condition 7)

In summary, some human resource systems have been developed and put in place that will support and guide the system in developing and retaining a high quality staff. At this point, supervisors must assure that those supervision systems and evaluation instruments are used in a rigorous manner consistent with the agreed-upon protocols of administration. Systems designed to improve communication between central office and building level administrators have been developed and are being utilized in a manner that holds great promise. All those charged with serving the children of the FRPS must commit to using those systems to assure that all communication is clear and **focused on necessary improvements that lead to higher student achievement.**

To that end, the Director of Human Resources must work closely with the Superintendent to assure that all staff are evaluated using the new processes and tools in place. Staff performing below expectations should be subject to the proper disciplinary steps outlined in his/her supervision and evaluation documents. Also, the Director of Human Resources must work closely with central office staff and building leaders to develop a recruitment and hiring system that ensures high quality staff with the qualifications, licensure, demonstrated potential, and extraordinary commitment to ensure the quality of education that all Fall River students deserve.

To move forward in the next of the Recovery Plan—Financial Management—the Director of Human Resources must work aggressively with the Superintendent of Schools and the Fall River School Committee to recruit a qualified Chief Financial Officer (CFO).

Financial Management

From the end of the December 2009 reporting period to this reporting period through December 2010, the plan for strengthening Financial Management has included strategies for hiring a CFO; conducting a review of financial procedures and policies; completing an expanded financial audit; identifying and maximizing cost efficiency and effectiveness; creating a collaborative budget development process; creating a Capital Improvement Plan; using ESE resources effectively; and supporting principals in making effective site-based budget decisions. A description of the progress for each of the eight strategies follows.

Preliminary steps for preparing to hire a permanent CFO for the FRPS have been completed: a job description was developed, job announcements were posted, and ongoing outreach and recruitment efforts occurred. Despite these efforts, a permanent CFO has not been appointed. (Strategy 1)

In response to the Massachusetts Association of School Business Officials (MASBO) report, essential elements have been put in place such as: Cash Handling Procedures, Financial Procedures and Procurement Manuals, and approved Financial Policies. The FRPS has entered into a management contract with a food service company to operate and manage food services. The position of Financial Manager has been created and filled. He is able to oversee functions related to Payroll, Bookkeeping and Food Services. Financial policies have been developed with the guidance of Massachusetts Association of School Committees as part of the Policy Manual work. (Strategy 2, Action Steps 2.1 and 2.3)

To streamline the financial department's policies and procedures, an Action Plan has been developed and implemented. The Financial Manager oversees day to day operations and manages the business department. The Finance Manager and the Assistant Business Manager work together; the Superintendent reports that this has improved the operational communication between the administration and the Business Office. (Strategy 2, Action Step 2.4)

The FRPS plans to combine the findings from the MASBO financial review and annual audit to extend the annual audit to a full financial audit. Recently the City Auditor completed this audit through the 2008 fiscal year and is now working on 2009. Many problematic findings and issues with financial management were cited in these audits. Because there had not been any interventions or corrections, many of the findings were compounded in the audit of the following year. The Superintendent reports that corrective actions taken in 2009 and 2010 will address issues that have been identified in previous years. (Strategy 3)

The findings of the audits are yet another piece of evidence about how critical it is that the FRPS continue to aggressively search for a permanent CFO who will have the training, qualifications and background experience to oversee the enormous task of establishing a sound financial operating system to ensure that district resources are managed effectively in support the student needs.

Another piece of evidence that hiring a CFO is critical is that the district has not consistently managed grants effectively. In a letter to Superintendent Mayo-Brown dated December 21, 2010, Associate Commissioner Lynda Foisy states, "While we understand the demands on the district at this time, given that a Recovery Plan, Level 4 plans and general improvement initiatives require time and attention from leadership in the district, one area that continues to require an improvement focus is budget planning/effective utilization of grant funds". This letter was in response to a request from the district to approve funds for a grant that was submitted late.

A third piece of evidence that a CFO is a critical need is the districts' inability to identify ways to maximize cost effectiveness and efficiencies. The original strategy to meet this goal was to "identify and act of areas where resources and services may be consolidated to maximize efficiencies and cost effectiveness through a collaborative process." The superintendent has requested that this strategy be reconsidered. The basis of the request is two-fold, as stated in her official request, "Some of the conditions and issues that produced this step have already been addressed by other actions and parts of the Recovery Plan, and we are unable to predict a timeline or commit the city's availability to proceed within an area that in no longer identified as an initiative by the current administration." ESE agrees to modify the strategy as follows: The permanent CFO will review the Action Steps included under Strategy 4, be appraised of the issues that led to this Strategy by the Superintendent and the Chairman of the Fall River School Committee, and provide recommendations for opportunities for cost-savings that may or may not include collaboration with the municipality. (Strategy 4)

Even without a CFO, the budget development process is moving forward. The FRSC approved the indirect cost agreement in January 2010. The agreement was sent to the City at that time for city approval. The indirect cost agreement was signed by the Mayor on November 2010. A budget timeline is included in a policy included in the Fall River Policy Manual that was approved in December 2010. There are three separate policies that outline the process. It is expected that this timeline will allow for budget development within a time frame that allows for careful planning. (Strategy 5)

The work to ensure buildings are assessed and maintained is underway. A Capital Improvement Planning Team was organized in the fall; the first meeting was held in October. A consultant (Roger Young Associates) was brought on to help with the organization of the project. A Preventative Maintenance Manual is being developed. The plan is to have twelve buildings assessed by the end of February 2011. (Strategy 6)

ESE assistance has been utilized throughout the recovery process. A Memorandum of Understanding between the FRPS and ESE has been established that outlines technical assistance to be provided to the district. The Superintendent attends all meetings of the Urban Superintendent Network. The FRPS has

engaged in applying for all appropriate competitive and entitlement grants. However, as noted above, timely grant submission and utilization is an issue. (Strategy 7)

Steps have been taken to support site-based budget decisions. Munis software training has been provided to all school cost centers (principals and directors), and principals are provided with budgetary updates and feedback on the budget.(Strategy 8)

In summary, MASBO and other internal auditors have identified needed remediations to business practices in the Fall River Public Schools. The district has taken initial steps to put systems and processes in place to improve practices, such as placing new hires on the payroll in a timely manner, managing grants so that allocation of funds can occur on schedule, and making on time payments to vendors. These steps should serve as a sound foundation for a CFO to build upon when creating a strong business office to serve the Fall River Public School district.

Progress in Addressing the Commissioner's Conditions

The district's progress in meeting each of nine conditions established by the Commissioner of Elementary and Secondary Education for the implementation of the Recovery Plan, will be summarized following each condition below:

1. Revised benchmarks throughout the Plan that are more specific and measureable, adjusted timelines, revised outcomes and more specificity about ESE technical assistance and funding. *This condition is being met.*
2. Steps to develop the capacity to correct areas of non-compliance noted in the Comprehensive Program Review and to ensure timely implementation of the district's Corrective Action Plan. *The condition has not yet been met with respect to requirements for English language learners. This condition has been met with respect to students with disabilities, Civil Rights and Career and Vocational-Technical Education.*
3. The addressing of findings and recommendations in the Plan from the financial systems review conducted by MASBO. *This condition has not been met; the district lacked a permanent Chief Financial Officer to complete this work.*
4. The hiring of an interim "Recovery Human Resources Director" and an interim "Recovery Chief Financial Officer," the Recovery HR Director and the Recovery Chief Financial Officer will create structures in their departments to address issues identified in the reviews and lead the recruitment and selection process for the permanent candidates, ESE will participate in the recruitment and selection of both candidates, the final candidate for each position must be approved by the Commissioner before hiring. *This condition has not been met with respect to the hiring of the permanent Chief Financial Officer. This condition has been met with respect to the Human Resources Director.*
5. An Addendum written by ESE staff from the Center for Targeted Assistance identifying the scope of ESE assistance available to support the Plan. *This condition has been met.*
6. The incorporation of technical assistance from ESE to further implement the National Institute for School Leadership model by supporting district leadership responsible for overseeing strategies to improve teaching and learning. *This condition was met.*
7. The School Committee and Fall River Educators Association must reach a fiscally responsible agreement on a successor collective bargaining agreement to extend for at least one year which will enable the district to achieve short and long term cost savings and/or cost avoidance so that the district can have resources needed to implement the Recovery Plan. *This condition has not been met; there is no district-wide collective bargaining agreement for teachers in the 2010-2011 school year.*
8. The final approved School Budget must be aligned with the goals of the Recovery Plan. *This condition is being met.*
9. The School Committee and district leadership must demonstrate continued cooperation with the Department and support for the Recovery Plan. *This condition is being met.*

Impact on Student Achievement

From the 2008-2009 baseline year to the 2009-2010 year when the Fall River Recovery Plan was first implemented, the percentage of students proficient in ELA remained unchanged at 45% proficient and the student growth percentile (SGP) also remained constant at 42 SGP. Over the same period, proficiency in math increased from 32% proficient in 2009 to 37% proficient in 2010; the SGP also increased from 44 to 52. If the Recovery Plan is well implemented, particularly with respect to focused improvements to curriculum, instruction, supervision, monitoring and professional development, there will likely be an increase in student achievement on the 2011 MCAS test. Performance and improvement for limited English proficient students, and for students with disabilities, is still lagging. For the district to make progress in narrowing achievement gaps, Recovery Plan activities need to be supported by a shared ownership by all staff in the effort to meet the differentiated learning needs of all students in the schools.

Assistance Provided by ESE

The Department of Elementary and Secondary Education has provided technical assistance and funding articulated in an addendum to the Recovery Plan. Technical assistance has included ongoing support from: an ESE liaison, a School Committee consultant, and a district leadership and human resources consultant.

Next steps

This summative report will be presented to the Commissioner and the Board of Elementary and Secondary Education.
• With respect to the district's progress in Implementing the Recovery Plan: *The district is beginning to build stronger district systems; more work is needed for district systems to consistently and effectively serve the needs of schools, staff, and students, and to sustain the improvements over time.*
• Progress in Addressing the Commissioner's Conditions: *Five of the nine Commissioner's Conditions have been met.*
• Impact on Student Achievement: *2011 MCAS data will provide further information about the impact of the Plan's implementation on student achievement.*
• Assistance Provided by ESE: *The district's progress has been assisted by significant ESE assistance and funding; evidence does not yet suggest the district is ready to sustain improvements without continued state intervention and support.*
• Next steps: *Recommendations for the district and ESE in the subsequent school year will be made by the Commissioner.*

Background

In January 2009 Fall River Mayor Robert Correia and Commissioner of Elementary and Secondary Education Mitchell D. Chester agreed to have ESE send a review team from the Office of District and School Accountability to the Fall River Public Schools to evaluate leadership and resource management in the district. The team reviewed student achievement data and documents provided by the district prior to conducting interviews and classroom observations in Fall River from January 12-15 and on January 21, 2009. Although the team found that the district has made some progress in such areas as curriculum development and alignment, professional development, and student assessment, the review revealed six significant weaknesses in the Fall River Public Schools. In the area of leadership, the team found that inadequate delineation of roles and responsibilities between the superintendent and school committee was deterring effective district leadership and undermining community support; that principals receive insufficient support from the central office; that the failure of the district to evaluate its programs and services left it unable to improve them; and that the district's human resources department lacked professional leadership as well as effective systems, structures, and procedures. In the area of resource management, it found that the district lacked adequate financial systems and procedures; and that Fall River would not meet its Net School Spending requirement for fiscal year 2009, its school appropriation having declined between fiscal year 2008 and fiscal year 2009. Other weaknesses in the district included deficiencies in the evaluation of staff, from the superintendent on down; lack of strategic

alignment among school committee actions, the central office's improvement plan, and schools' improvement plans; lack of effective leadership and adequate support for programs for English language learners and students with disabilities; lack of adequate and affordable transportation, especially for high school students; and the part-time status of the school department's chief financial officer. These findings led to recommendations in four areas: school committee governance; strategic implementation of improvements to teaching and learning; human resource management; and financial management. Among them were recommendations that the school committee build its capacity to function as a responsible governance team; that the district develop a District Improvement Plan accepted by all members of the school community; that leadership identify, advocate for, and protect resources needed for improvement; that the district provide principals with the resources they need; that the district implement sound evaluation procedures; and that an external audit of the district's finances be conducted as soon as possible. The team recommended that ESE, while providing guidance and technical assistance, use its authority to monitor the district to ensure that it makes progress in the four areas covered by the recommendations.

The report was accompanied by a letter from Commissioner Mitchell Chester to Mayor Robert Correia. In the letter the Commissioner states that the "report paints a sobering picture of a school district with persistent, serious and systemic problems. Despite this picture I am heartened by the initiative that you took to request the review". The Commissioner directed that the Fall River Public Schools develop a Recovery Plan with direction from the Departments' Office of Accountability that addressed the deficiencies identified in the Report, identify benchmarks of progress for which the district would be held accountable and specify the assistance that would be provided from the Department's Office of Targeted Assistance.

The Fall River Recovery Plan was submitted on July 15, 2009. The Commissioner wrote a response to Mayor Correia on August 14, 2009. In this response he said that since he had reviewed the Evaluation Report prepared by the Office of School and District Accountability and the financial management audit conducted by the Massachusetts Association of School Business Officials, he now understood that there were more areas of the Fall River Public Schools in urgent need of correction. Commissioner Chester then identified nine additional conditions that needed to be added to the Recovery Plan.

Additionally, The Commissioner requested that a revised Recovery Plan be submitted by September 30, 2009. The Plan was revised, approved and submitted in a timely manner and is in place, guiding and driving the work of the recovery of the Fall River Public Schools.

Guidance for utilizing and interpreting the detailed District Progress Report

- **Strategies and Action Steps** are *taken directly* from the Recovery Plan. Only Action Steps that correspond with the **review period** are included, and *not all areas listed will necessarily be assessed*. Assessment of Action Steps is based on **priorities** within the reporting cycle.
- **Benchmarks/Goals** and **Artifacts** are *summarized* from the language of the Recovery Plan.
- **Evidence/Comments** are included "as needed" and are based on information gained from *evaluation procedures* (e.g., review of artifacts and data, interviews with stakeholders, observations, etc.).
- The **Assessment** is made based on the efficacy of the District to fulfill each Benchmark/Goal for an Action Step *independently* and *in concert with* other Action Steps comprising a Strategy. The following is the rating scale used. **N/A=Not Assessed**: The monitor did not review the benchmark for the current report period. **0=Undeveloped**: the district did not meet the benchmark in a timely, complete, or sufficient manner. **1=Under-developed**: The district made initial steps, but did not take all actions planned to complete this benchmark goal. **2=Developing**: The district established structures and a foundation for continuing the work in this area. **3=Practices & Resources in Place**: the district not only established structures and a foundation, technically meeting the benchmark, but also established new practices and/or new resources to support implementation. **4=Fully Embedded & Sustainable**: the district established new practices and/or new resources to support implementation, and has fully completed this step, by ensuring that the new work is fully embedded in the district and sustainable by the district over time. The district can be responsive to future needs in this area through established systems for ongoing district monitoring and improvement.

DOCUMENTS & LINKS (that apply to MULTIPLE Strategies & Action Steps)

Instructions: Double-click on the *pdf icon to access an embedded file OR hold down the "Control" button while clicking on a URL.

Leadership and Resource Management Evaluation Report (March 2009):	C:\Documents and Settings\jxk\Desktop\	Fall River Public Schools Website:	http://www.fallriverschools.org/
Commissioner's Letter establishing "9 Conditions" (March 2009):	C:\Documents and Settings\jxk\My Docu	"Live" Recovery Plan Excel Document:	http://spreadsheets.google.com/ccc?key=0Aj6hyyyz fqnGdF9sdUc1RF8tcDhJeGdYU3k3RWxhcXc&hl=en
MASBO Report (July 2009):	C:\Documents and Settings\jxk\Desktop\	Fall River Public Schools *Moodle* Website:	http://my.fallriverschools.org/login/index.php
FRPS District Improvement Plan 2008-2010:	C:\Documents and Settings\jxk\Desktop\	FRPS District Improvement Plan 2010-_____:	
CPR – CAP <u>Overall</u> Progress Report (Sept 2010):		CPR – CAP <u>CVTE</u> Progress (Sept 2010):	
CPR – CAP <u>Civil Rights</u> Progress (Sept 2010):		CPR – CAP <u>SPED</u> Progress (Sept 2010):	
School Committee Meeting Schedule 2009-2010:	C:\Documents and Settings\jxk\Desktop\	School Committee Meeting Schedule 2010-2011:	C:\Documents and Settings\jxk\My Docu
School Committee Agenda (July 2010):		School Committee Minutes (July 2010):	
School Committee Agenda (August 2010):		School Committee Minutes (August 2010):	
School Committee Agenda (September 2010):		School Committee Minutes (September 2010):	
School Committee Agenda (October 2010):		School Committee Minutes (October 2010):	
School Committee Agenda (November 2010):		School Committee Minutes (November 2010):	
School Committee Agenda (December 2010):		School Committee Minutes (December 2010):	

LEADERSHIP AND GOVERNANCE

Leadership/Govern.	**Strategy 1:** Develop a comprehensive district policy manual in accordance with MASC guidelines.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 1.1: *District committee (DC) will continue working with MASC on a monthly basis to develop and revise policies.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
At least twelve total SC-MASC meetings have occurred; 2 additional revised policy sections presented to school committee for review. District Policy Manual contains all required elements (i.e., revised policies, evaluation procedures and forms, job descriptions, approval process and procedures, etc.) that will enable effective district performance as well as support effective district practices that lead to improved student achievement.	DC-MASC meeting & SC meeting agendas and minutes, stakeholder/attendee listing including roles and positions; source documents for best practices identified and/or cited in RP; all revised policy sections		☐	☐	☐	☐	☒	☐

Action Step 1.2: *Revised policies submitted each month to the SC for approval.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
District Policy Manual has been revised based on feedback from stakeholders	Agenda & minutes from SC meetings; copy of policy documents submitted to SC		☐	☐	☐	☒	☐	☐

| and information provided by the superintendent including student achievement data and presented at 12 School Committee meetings.

District Policy Manual contains all required policy revisions revised policies. The revisions reflect stakeholder input and use of effective district practices. | (incorporating negotiated revisions) and final District Policy Manual | | | | | | | |

Leadership/Govern.	**Strategy 2:** Establish and implement a revised format of SC meetings to include subcommittee reports and productive citizen input.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 2.1: *SC will establish guidelines for subcommittee work.*								

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
Guidelines for subcommittees work and reporting are used by all subcommittees. Guidelines for subcommittee work and reporting reviewed and evaluated by School Committee. Revisions made and approved as needed. Clear guidelines, processes and procedures are established and used regularly for the work of subcommittees and a system of regular communication with School	Agenda & minutes from School Committee meetings, agenda and minutes from subcommittee meetings, subcommittee reports. http://www.fallriverschools.org/sc_subcommittee_meetings.cfm		☐	☐	☐	☐	☒	☐

Committee established leading to increased communication and accountability.									

Action Step 2.2: *SC will designate a time period during each meeting to have a brief report on any activities of each subcommittee.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment						
			N/A	0	1	2	3	4	
Revised format used by School Committee for at least 8-9 meetings.	School Committee agenda and minutes, video recordings of meetings.		☐						
An ongoing system for engaging with subcommittee work and results is in place and being used. Improved lines of communication result in improved working relationships and increased accountability for student achievement.				☐	☐	☐	☒	☐	

Action Step 2.3: *Citizen input will focus on monthly agenda items and relevant school department matters.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment						
			N/A	0	1	2	3	4	
Guidelines implemented by School Committee for at least 6-7 meeting as appropriate. Guidelines for citizen input reviewed and evaluated by School Committee and Fall River citizen participants in the process. Revisions made and approved as needed.	School Committee agendas and minutes, video recordings. Website survey results indicate improving levels of satisfaction, trust and communication between Fall River residents and School Committee.		☐						
Fall River Public Schools has a system in place to collect input and ideas from Fall River residents relative to prioritized and published				☐	☐	☐	☒	☐	

agenda items and issues of important to the education of Fall River public school students. Improved communication, increased levels of trust and respect exist among School Committee, Fall River Public Schools and Fall River residents.

Action Step 2.4: *Superintendent will work with SC members to develop a 6-month calendar of tentative agenda items.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
6 month calendar revised to include additional agenda items; School Committee agenda indicate tentative items approved; meeting agenda indicate items are being addressed. Agenda items for the year are reviewed and tentative 12 month calendar developed for SY 2010-2011, School Committee agenda and minutes indicate approval. Parliamentary support enables school committee to gain confidence of community to lead the district.	Revised 6-month calendar of approved agenda items; School Committee meeting agenda indicate items are on agenda as identified and needed, 12 month tentative calendar of approved agenda items.		☐	☐	☐	☒	☐	☐

Action Step 2.5: *Superintendent and SC Chair will create "action" agendas to include Superintendent's recommendation and rationale for "vote to approve" agenda items.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Recommended action items for School Committee agenda identified for at least 8-9 meetings; action items are communicated at	Recommended action items; school committee agenda and minutes for at least 8-9 meetings indicate action items addressed and		☐	☐	☐	☐	☒	☐

least 7 days in advance of the meeting by Superintendent. School committee is able to make informed decisions and Superintendent is able to effectively operate FRPS.	voted for approval; documentation of communication of information indicates process within timelines.							

Leadership/Govern.	**Strategy 3:** Implement practices and expectations to ensure a strong working relationship between the SC and the Superintendent.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 3.1: *The district's administration will provide SC members with back up material for agenda items in advance (7 days) of SC meetings.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Back up materials for agenda items sent to school committee at least 7 days in advance of School Committee meetings. School committee is able to make informed decisions and Superintendent is able to effectively operate FRPS.	School Committee meeting agenda and minutes indicate that back up documents have been provided; documentation of document delivery.		☐	☐	☐	☐	☒	☐

Action Step 3.2: *The district's administration will provide updates between SC meetings to all committee members via email or telephone on operational / implementation matters deemed pertinent by the Superintendent.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Process and procedures for updates implemented. School committee is able to make informed decisions and Superintendent is able to effectively operate FRPS.	Record of updates provided (e.g., topic, rationale, date, time, procedure used, etc.)		☐	☐	☐	☐	☒	☐

Action Step 3.3: *The Superintendent will convene quarterly meetings with individual SC members to discuss matters related to the improvement of the school system.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment

			N/A	0	1	2	3	4
Within last year, Superintendent of Schools has convened 4 meetings with School Committee members. School committee is able to make informed decisions and Superintendent is able to effectively operate FRPS.	Schedule of meeting times, locations, attendees; agenda and minutes from meetings.		☐	☐	☐	☐	☒	☐

	Key:
Strategy 4: Adhere to the roles and responsibilities of the SC and the Superintendent as defined by the Education Reform Act of 1993.	**N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

(Leadership/Govern. — vertical label in left margin)

Action Step 4.1: *SC and Superintendent will develop a handbook that clearly defines agreed upon roles and responsibilities and provides measurable indicators of success for the SC and Superintendent.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Handbook finalized and approved by School Committee and Superintendent. Fall River Public Schools School Committee and Superintendent have clearly defined roles and responsibilities as defined by the Education Reform Act of 1993 that will allow them to work together to improve education for the students in Fall River Public Schools.	Handbook; interviews with School Committee, MASC, MASS and Superintendent indicate that document is clear and provides adequate direction and guidance for the leadership in Fall River Public Schools.		☐	☐	☐	☒	☐	☐

Leadership/Govern.	Strategy 5: Implement a revised evaluation procedure to effectively evaluate the Superintendent's performance.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable

Action Step 5.1: *Review existing contract for language pertaining to performance evaluation.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Evaluation conducted on annual basis.			☐	☐	☐	☐	☒	☐

Action Step 5.2: *Research and identify evaluation processes and tools. Select one that is mutually agreed-upon between Committee and Superintendent.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Adapted evaluation process reviewed by School Committee, Superintendent of Schools, MASC, MASS, and DESE; revisions made as needed; final approved by the School Committee; calendar established for implementing the process and evaluating the Superintendent on an annual basis. Evaluation conducted using new Evaluation Procedures; review of process and procedures conducted, evaluation report developed, findings communicated to Superintendent; process and procedures debriefed.	Fall River Superintendent's Evaluation Procedures; documentation of meetings and/or technical assistance provided; implementation calendar. Schedule for evaluation (i.e., date, times, attendees, etc.), evaluation report, documentation of communication and summary of debriefing.		☐	☐	☐	☐	☒	☐

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| The School Committee has an established a system of procedures and tools to evaluate the Superintendent's performance and are able to provide him/her with feedback and guidance that is based on an objective review on progress toward goals using data and measurable indicators of performance. | | | | | | | | |

Action Step 5.3: *Develop evaluation procedure that includes indicators to assess superintendent's leadership skills and accomplishment of measurable, mutually agreed-upon goals.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Final evaluation process and tools include mutually agreed upon goals, indicators and measures. See 12 month benchmark for Action Step 5.2. Evaluation procedure sets clear expectations and includes measurable, mutually agreed-upon goals. Evaluation procedure includes indicators to assess Superintendent's leadership skills and accomplishment of goals. School Committee and Superintendent are able to engage in a data driven dialogue about performance that separates inference from fact while	Fall River Superintendent's Evaluation Procedures; documentation of meetings See 12 month documentation / artifacts for Action Step 5.2.		☐					
				☐	☐	☐	☒	☐

providing effective guidance and direction.								

Leadership/Govern.	**Strategy 6:** Establish parliamentary support and implement a regular system of self-monitoring to monitor adherence to SC roles.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 6.1: *Implement a SC self-evaluation system to be administered after each meeting.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Parliamentary procedures established; self-evaluation conducted for at least 6 meetings; review evaluation summaries and revise procedures and processes as needed. Parliamentary support enables school committee to gain confidence of community to lead the district. School Committee will monitor itself for effective procedures.	School Committee meeting agenda and minutes; video taped recording; evaluation results; summary of results and changes made.		☐	☐	☐	☒	☐	☐

Leadership/Govern.	**Condition 9:** SC and FR district leadership must demonstrate continued cooperation with DESE for support of the Plan.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step: *The SC and FR Administration engage in the review of DESE reports on the meeting of quarterly benchmarks. Support and assistance is provided as needed and necessary. Adjustments and/or revisions to the RP are negotiated.*

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
The School Committee and Fall River Administration engage in the review of DESE reports on the meeting of quarterly benchmarks. Support and assistance is provided as needed and necessary. Adjustments and/or revisions to the RP are negotiated. School Committee and Fall River Public Schools administration continue to work to implement agreed upon action steps toward stated outcomes approved by DESE. Necessary adjustments are negotiated and supported by all.	Agenda and minutes from review session; 3rd quarter report; revisions of Recovery Plan as needed are approved as required.		☐	☐	☐	☐	☒	☐

TEACHING AND LEARNING

Teaching & Learning	**Strategy 1:** Through a collaborative strategic planning process, develop a 5 year strategic plan (September 2010- August 2015), a 3 year District Improvement Plan (Sept 2011- August 2013) and yearly School Improvement Plans that are strategically aligned.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 1.1: *A planning group will work together to develop an RFP for technical assistance to develop strategic plan.*

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Procedures and processes in place to ensure fiscal integrity and financial accountability. Budget supports district priorities.	Financial records.		☐	☐	☐	☐	☒	☐

Action Step 1.2: *Design an alignment/ communication mechanism to ensure that all plans are aligned.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Alignment document and evaluation rubric shared with principals and SIP leadership teams at each school. Alignment and evaluation rubric used to ensure alignment among DIP, SP and SIPs. Measure in place to provide evidence of alignment among the Strategic Plan, District Improvement Plan and SIP. (See draft of rubric attached.)	Principals' meeting session; SIP Leadership Team planning session agenda and minutes. Documents and results of reviews.	.	☐	☐	☐	☐	☒	☐

Action Step 1.3: *SC and school administration will work together to involve stakeholders from the larger FR community to develop a 5 year strategic plan.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Continued communication with Fall River community re: Strategic Plan; presentations made to parent groups and school community. A Strategic Plan for	Website documents, agenda and minutes from meetings with parent and school groups, presentations.		☐	☐	☐	☒	☐	☐

| September 2010 – August 2015 articulates a compelling mission, clear goals, and key priorities, and a strategic direction for education of all students in Fall River Public Schools. It is approved and supported by the School Committee and the Fall River community. | | | | | | | | |

Action Step 1.4: *A team of district and school representatives will convene to create a 3 year District Improvement Plan.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
District Improvement Plan presented to and approved by School Committee; approved DIP posted on website. A District Improvement Plan provides a detailed blueprint for undertaking the mission, addressing the goals, and implementing the strategies outlined in the Strategic Plan for each identified priority area to be from September 2010 through August 2013 to improve student achievement at all levels. The plan is data driven and incorporates best practices. The DIP is approved by and supported by the School Committee and school administration.	Approved District Improvement Plan, School Committee meeting agenda and minutes, website postings of DIP.		☐	☐	☐	☐	☒	☐

Action Step 1.5: *School-based leadership teams will develop School Improvement Plans that are aligned to the DIP.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
At least 4 meetings of School Improvement Teams held at each school; draft of SIPs developed; district assistance provided as needed; copies of final SIP reviewed using alignment rubric.	Agenda from SIP meetings and minutes; SIP drafts; requests for technical assistance from district; log of visits and assistance provided; results of rubric review indicates strong alignment.		☐					
School Improvement Plans for each school approved for implementation at district level; SIP posted on school websites.	Approved School Improvement Plans; website postings.							
Each school has a School Improvement Plan in place for September 2010-August 2011 that outlines the action steps to be undertaken to address DIP district goals and implement identified strategies for each priority area that is in need of improvement. The plans are data driven and incorporate best practices. Each SIP is approved and supported by the district administration.				☐	☐	☐	☒	☐

Teaching & Learning	**Strategy 2:** Strengthen the ELL expertise of teachers and staff in coordination with revised policies, procedures and plans (e.g., the DIP, SIP, and ELE CAP) to improve the achievement of English language learners.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 2.1: *Re-train teachers in new MELA-O assessment procedures.*			
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**

			N/A	0	1	2	3	4
Internal review of school-based implementation of DESE guidelines for MELA-O administration by Director of Assessment and Title III Coordinator to ensure 100% compliance.	Principals observation log and notes		☐					
All ELL students taking the MELA-O have teachers who consistently follow the procedures and guidelines for administration; students are adequately and effectively assessed relative to their language proficiency.				☐	☐	☒	☐	☐

Action Step 2.2: *Develop and implement a system to ensure that all content teachers of ELL students are fully trained, including effective implementation of SEI within four years.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
3 training sessions held; 60 teachers trained; principals informed; evaluation indicates teachers understand the content and are able to implement the strategies. The district has 40 Category I trained teachers, 40 teachers trained in Category II. 40 teachers trained in Category III and 60 teachers trained in Category IV.	X2 Aspen system shows that a minimum of 180 teachers trained in Category I, II, III, and IV Training; attendee listing, principal notification, and evaluation forms.		☐	☐	☐	☒	☐	☐

Action Step 2.3: *Review and revise all assessment procedures and accurately and identify the mandated cohort.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Benchmark/Goal	Artifacts	Evidence/Comments	N/A	0	1	2	3	4
Follow-up technical assistance provided to any requesting school by Director of Assessment; administration schedule reflecting all assessments are being administered.	Record of technical assistance requests and responses; schedule of assessment administration; x2 Aspen report.		☐					
Fall River data system record provide evidence that FRPS consistently assesses the English proficiency of all LEP students annually and administers required assessments including MEPA-R/W, AND MELA-O. More students take the appropriate assessment and improve their achievement levels.				☐	☐	☐	☒	☐

Action Step 2.4: *Evaluate and implement new procedures for student identification, placement into program and develop exit and monitoring criteria.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
WIDA-ACCESS Placement Test implemented as part of registration process; forms for Reclassification and Monitoring ELL students in place and utilized appropriately by 100% of schools; Exit Criteria being utilized as part of Reclassification process and students identified in SIMS.	Number of students tested; assessment used; Reclassification and Monitoring Form (Form M); Exit Criteria; student ELE record review checklist, SIMS report		☐					
Fall River has an established systematic process and consistent procedures for				☐	☐	☐	☒	☐

			Assessment					

identifying, assessing and placing LEP students in the most appropriate program. Fall River has an established systematic process and consistent procedures in place to ensure that students no longer needing ELL services are fully mainstreamed. ELL students improve performance given appropriate placements in programs.

Action Step 2.5: *Redesign the parent involvement programs with sensitivity toward multiple language needs.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Continued implementation and monitoring of distribution, requests, and random checks of student folders. Director of Student Assignment develops and conducts a Parent Survey that indicates that parents and their children have necessary information and get their questions answered accurately and in a timely manner (within 2 working days).

Parents and families of FRPS ELL students have information and materials they need to understand and exercise their rights under the law as well as be able to access assistance and obtain needed answers on an ongoing basis. ELL | ELL Student folder checklist, distribution lists, request logs and student ELE record review checklist. Survey results. | | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ |

| students and their families are better served. Students improve their performance. | | | | | | | | |

Action Step 2.6: *Engage with the FR ELL parents and community to provide information and respond to questions parents and families may have relative to processes, procedures, as well as their and their children's rights and responsibilities in FR Public Schools via a Parent Academy.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Parent Survey indicates effectiveness of ELL Parent Council at Durfee HS, Teacher Survey on effectiveness of ELL Progress Reports; Review of Principal's notes by District ELL vertical team.	Parent survey results; teacher survey results; principal's notes		☐					
Parents and families of FRPS ELL students have information and materials they need to understand and exercise their rights under the law as well as be able to access assistance and obtain needed answers on an ongoing basis. ELL students and their families are better served. Students improve their performance.				☐	☐	☒	☐	☐

Action Step 2.7: *Identify ELL Vertical Team to provide professional development to ELL Liaisons and Principals on how to support and monitor the implementation of SEI and effective ELL teaching and learning instructional activities in the classroom for all content areas at appropriate academic levels.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Benchmark/Goal	Artifacts	Evidence/Comments	N/A	0	1	2	3	4
Principal supports the work of the ELL Liaison. ELL liaisons at the program schools work with teachers in ELL professional learning communities to engage with each other to improve teaching and learning for ELL students. ELL vertical team creates and disseminates to ELL liaisons regarding the effectiveness of the liaison role.	ELL liaison log, Minutes from PLC; survey results		☐					
Teachers at Program schools use effective ELL instructional practices when teaching ELL students in their classroom, and that they have the resources and support they need to improve their teaching practice. Students have teachers who are able to assist them in learning the content, academic language and skills they need to meet the Massachusetts Learning Standards and improve their achievement.				☐	☐	☒	☐	☐

Action Step 2.8: *Train the ELL Liaisons and Principals in required ELL processes and procedures, including rights and responsibilities, access to services (e.g., academic instruction, assessment, guidance, support, extracurricular activities, resources and materials, etc.).*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Benchmark/Goal	Artifacts	Evidence/Comments	N/A	0	1	2	3	4
Random review of school and student records indicates that processes and procedures are being implemented. Fall River ensures that ELL students and parents know and have access to all of their rights and responsibilities under the law.	ELE student record review checklist		☐	☐	☐	☒	☐	☐

Action Step 2.9: *Develop and implement a plan to ensure that teachers who are working with ELL students have ESL certification.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Fall River will have an increased number of ESL certified staff in program schools by 50%.			☐	☐	☐	☒	☐	☐

Action Step 2.10: *Develop ELL K-12 curriculum that aligns with ELPBO.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment

			N/A	0	1	2	3	4
Draft Grade K-2 and 9-12 ESL Curriculum Map completed and shared with principals, teachers and other stakeholders for comment and feedback; rubric review indicates strong alignment with ELPBO and use of best practices.	Draft documents; notification for principals; website postings; results of rubric review; input and comments from stakeholders.		☐					
Draft of ESL K-2 and 9-12 Curriculum Map that is aligned with ELPBO and integrates best practices is in place; provided to all principals, ELL trained teachers, Teacher Coaches and teachers. *ESL certified teachers will implement the ESL curriculum maps to LEP students based on their language proficiency level.				☐	☐	☒	☐	☐

Teaching & Learning	**Strategy 3:** Strengthen the expertise of teachers to improve the achievement of students with disabilities.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 3.1: *Autism specialists will train teachers, paraprofessionals, SACs over two years to work effectively with children with autism. They will also work with parents in the home*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

			N/A	0	1	2	3	4
Training continues; evaluations indicate that participants understand the content; classroom observations and survey responses indicate that participants are making changes in practice and applying strategies learned. Analysis of training evaluations, surveys and classroom observation data is used to revise and/or refine professional development for following year.

Parents, paraprofessionals and teachers who are educating students classified as autistic are able to effectively engage students in learning. Students have improved achievement results. | Agenda, materials and attendee listings from training sessions; evaluation summaries; survey summaries; records of classroom observations. Professional development plan for coming year. | | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ |

Action Step 3.2: *A behavioral specialist will train teachers and school based staff in working effectively with children with Emotional & Behavioral Disabilities.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

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| Training continues; evaluations indicate that participants understand the content and are able to implement strategies; classroom observations and survey responses indicate that participants are making changes in practice and applying strategies learned. Analysis of training evaluations, surveys and classroom observation data is used to revise and/or refine professional development for following year.

Teachers are educating students who are classified as having emotional and/or behavioral disabilities are able to effectively engage students in learning. These students have improved achievement results. | Agenda, materials and attendee listings from training sessions; evaluation summaries; survey summaries; records of classroom observations. Professional development plan for next school year. | | ☐ | | | | | |
| | | | | ☐ | ☐ | ☐ | ☒ | ☐ |

| **Action Step 3.3:** *Restructure the elementary school inclusion model to ensure that all students have access to appropriate services.* |

| **Benchmark/Goal** | **Artifacts** | **Evidence/Comments** | Assessment | | | | | |
| | | | N/A | 0 | 1 | 2 | 3 | 4 |

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Train the trainer model will assist in all stakeholders inclusions will have expertise for dealing with students with disabilities. To provide a continuum of special needs services in each elementary schools' inclusion model classrooms. Continuous training of teachers.	Agenda, materials and attendee listings from training sessions; evaluation summaries; survey summaries; records of classroom observations. Professional development plan for next school year.		☐					
				☐	☐	☒	☐	☐

Action Step 3.4: *Conduct a middle school needs assessment and causal analysis to explore effective practices of special education programs.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Continuing implementation and monitoring of comprehensive improvement ; classroom observations indicate that teachers are implementing newly identified practices; common assessment results indicate improved student achievement levels. Teachers are educating middle school students who are classified as Special Education students are able to effectively engage students in learning. These students have improved achievement results.	Comprehensive improvement plan and monitoring results; classroom observations; common assessment results to date.		☐					
				☐	☐	☐	☒	☐

Action Step 3.5: *Develop a system of accurate and valid assessment and evaluation instruments that are used for identifying, placing and monitoring the progress of Special Education students (as per CAP SE) including alternative assessments as needed or required.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment

Benchmark/Goal	Artifacts	Evidence/Comments	N/A	0	1	2	3	4
Staff responsible for selecting and using assessment and evaluation instruments in the identification, placement and/or monitoring of student progress who have not been trained in their administration, use and misuse, are trained. More accurate evaluation instruments to identify student eligibility, provide instructional methods and monitor student progress will be in place district wide.	Data collection of student progress will demonstrate that assessments chosen are specific to student needs.		☐	☐	☐	☐	☒	☐

Action Step 3.6: *Review, revise and clarify the roles and responsibilities of all key personnel (e.g., principal, TEAM Chairperson, Special Education Teachers, Building Liaison, Parent Information Center, PAC, etc.) in the delivery and monitoring of Special Education programs and procedures.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Developed a spreadsheet to collect data that demonstrates compliance in all areas of concerns. Spread sheet, data collection, accountability showing compliance in all cited areas.	Spread sheet, data collection, accountability showing compliance.		☐	☐	☐	☐	☒	☐

Action Step 3.7: *Review, revise and update all forms, procedures and processes identified by CAP SE and provide training to all FR personnel.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Building Liaisons and principals meet to review monitoring checklists and data from record reviews (see CAP SE), assess progress, and refine forms, processes, and procedures as needed.	Agenda, meeting notes, materials, monitoring checklists and data from record reviews, and attendee list. Record of revisions needed for Fall River Special Education Procedural Manual.		☐			
All Fall River public schools personnel (e.g., principals, Special Education teachers, regular education teachers, Building Liaisons, Evaluation Facilitator, Out-of-District Liaison, TEAM Chairperson, etc.) use the required procedures and processes and are clear about their roles and responsibilities in educating students referred to and/or participating in Special Education programs.			☐	☐ ☐ ☐ ☒ ☐		

Action Step 3.8: *Translate and make available all required parental and student notices in the language of the home (minimally in Spanish and Portuguese) and establish a procedure and process for accessing additional home language friendly notices.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Parental and student rights and responsibilities notices sent to parents and families in the language of the home as part of the Special Education process and procedures; Building Liaisons monitor notices sent and identify language; feedback from parents indicates that notices are informative and clear. Parents and students know and understand their rights and responsibilities under the law and are able to fully participate and access Special Education resources they need.	Listing of notices sent and language identified; parental feedback indicates that notices are informative and clear; increase in communication as demonstrated by phone call logs; increase in parental participation in TEAM meetings.		☐	☐	☐	☐	☒	☐

Teaching & Learning	**Strategy 4:** Strengthen educator capacity to use student assessment data to improve instruction and achievement.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 4.1: *Develop reliable common formative assessments that are aligned to the new curriculum.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Final school based plans developed, reviewed and approved at the district level; technical assistance provided as needed.	School-based plans; record of technical assistance provided by DESE and FRPS Admin. Common assessment items		☐	☐	☐	☒	☐	☐

Schools develop and pilot school-based plans for common assessments; common assessments developed for targeted and identified student learning problems (i.e., either mathematics or English Language Arts/Reading; with a specific strand and standard focus). Fall River Public School principals and teachers access and use common assessment data to inform instruction and make adjustments in curriculum/programs. Fall River has multiple data sources and measures in place to identify student learning problems and successes at the elementary level.	developed and piloted; student learning problems and goals statements; student work analysis; record of instructional decisions made based on formative assessment findings; record of decisions made (e.g., curriculum materials, programs, etc.) based on summative assessment results.							

Action Step 4.2: *Provide professional development to school level educators on how to utilize the data warehouse; &*

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4

Benchmark/Goal	Artifacts	Evidence/Comments	N/A	0	1	2	3	4
School based teams at the elementary level request and/or access classroom data. Technical assistance provided as needed. Each Fall River elementary school staff analyze multiple measures, multiple data sources and best practices/research to identify, address, monitor and resolve student learning problems. All schools report improved student learning results in mathematics and ELA/R.	Record of requests made and/or reports generated; records of technical assistance provided (e.g., (e.g., time, location, needs, resolution, etc.).		☐	☐	☐	☐	☒	☐

Action Step 4.3: *Provide professional development to school level educators on how to analyze and use the data to improve/target instruction.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Common assessment items developed around identified student learning problems and goals; review of data plan and capacity issues discussed (including potential additional FTE and/or an online assessment system); school based teams share findings and results. Instructional coaches and principals provide professional development on the use of data analysis protocols for analysis of data, especially common assessment and	Listing of school based team sessions held; agenda, materials and evaluation summaries; 100% of school data use plans indicate widespread use of multiple types and measures of data; school analysis of data and findings; school student learning problem statements and SMART goals; data analysis protocols; observations of data team meetings (video and/or audio recordings) indicate use of protocols.		☐	☐	☒	☐	☐	

student work data.

Each Fall River elementary school staff analyze multiple measures, multiple data sources and best practices/research to identify, address, monitor and resolve student learning problems.   All schools report improved student learning results in mathematics and ELA/R.

Teaching & Learning	**Strategy 5:** Evaluate all programs and services utilizing standardized procedures according to a regular timeline to effect periodic improvements to programs and practices.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 5.1: *Develop and implement a Program Evaluation process that will allow FR Public Schools to accurately and consistently identify whether establish programs are meeting specified outcomes, and if not, make needed changes.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
ILT has held 12 meetings, at least 7 programs evaluated, new programs identified for review, evaluation reports and data reviewed; recommended changes articulated and communicated to key stakeholders and implementers.

FRPS will report accurately and consistently on performance and results of program outcomes on student achievement. | ILT meeting agenda and minutes, 6-10 program evaluation reports (including recommendations and new program reviews. student achievement and other data used), listing of key stakeholders and implementation personnel to whom report communicated; approved action plans for 6-10 programs evaluated from Sept-June. | | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ |

Action Step 5.2: *Set measurement criteria that the district will use to assess its effectiveness.*								
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
ILT monitors measurement criteria, time line and effectiveness of programs on students' achievement. Fall River will have established program evaluation criteria that will measure the effectiveness of its programs on an ongoing basis.	ILT agenda; evaluation documents		☐					
				☐	☐	☒	☐	☐

Action Step 5.3: *Identify the outcomes of each program and how they connect the district's strategic plan and the DIP.*								
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
Alignment findings with DIP Planning Team; evaluation report findings shared with DIP Planning Team; evaluation report and alignment report used to inform content of DIP. Review Alignment and evaluation reports; agenda, minutes and materials from DIP planning sessions; DIP draft in process utilizes measures aligned with program evaluation initiatives. Plan to sustain	Alignment and evaluation reports; agenda, minutes and materials from DIP planning sessions; DIP draft in process utilizes measures aligned with program evaluation initiatives. ILT reviews outcomes for year and identifies action plan for SY2010-2011.Minutes of meeting measuring program evaluation outcomes.		☐					
				☐	☐	☒	☐	☐

programs and identify new initiatives for evaluation. Program outcomes are based on student achievement and other local data; baseline data exists for ascertaining progress toward identified student learning goals. Program evaluation procedures identify progress or lack of progress; strengths and weaknesses of programs.								

Action Step 5.4: *Create customized tools to evaluate programs and services.*								
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
Continue to monitor evaluation process and program impact on student achievement. Identify programs for evaluation in SY 2010-2011 Fall River will have established program evaluation template that integrates criteria for program outcomes based on student learning data. The template allows Fall River to consistently measure the effectiveness of its programs on an ongoing basis.	ILT Agenda and minutes		☐	☐	☐	☒	☐	☐

Action Step 5.5: *ILT meets quarterly to make necessary changes to the Strategic Plan, District Improvement Plan and School Improvement Plans as recommended by Program Evaluation findings.*				
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**	

			N/A	0	1	2	3	4
ILT reviews findings and recommendations of 6-10 Program Evaluations Reports and identifies implications for needed changes to Strategic Plan, District Improvement Plan and School Improvement Plans as recommended by Program Evaluation findings. Changes are informed by best practice and articulated as specific and measureable goals. Program Evaluation reporting period for year one completed. Changes in district and school related plans made for SY 2010-2011. FRPS uses the program evaluation findings, student achievement data and best practices to identify and make necessary changes and adjustment in programs and services so that students are better able to meet their achievement goals.	ILT meeting agenda and minutes, 6-10 program evaluation reports, changes to Strategic Plan, District Improvement Plan and School Improvement Plans identified and noted. Listing of best practice resources utilized, if needed.		☐					
				☐	☐	☒	☐	☐

Attachment #1: Fall River Progress Report

<table>
<tr>
<td rowspan="2" style="writing-mode:vertical">Teaching & Learning</td>
<td colspan="4" align="center">Strategy 6:
Develop a guaranteed viable curriculum that is aligned with the MA DESE Curriculum Frameworks to be completed by August 2010.</td>
<td>Key: N/A=Not Assessed
0=Undeveloped
1=Under-developed, 2=Developing
3=Practices & Resources in Place
4=Fully Embedded & Sustainable</td>
</tr>
</table>

**Action Step 6.1:** *Create a curriculum renewal plan to develop, design and evaluate curriculum as necessary on an ongoing basis.*						

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Implement year 1 of Fall River 5 year Curriculum Development and Renewal Plan. Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.	See action steps 6.2 and 6.3	.	☐	☐	☐	☒	☐	☐

Action Step 6.2: *Continue to support the work of the K-12 vertical teams in each content area to revise and align the curriculum in their area.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum. Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.	Agenda, minutes and materials used at VT Meetings; draft of curriculum being developed; template and rubric used for curriculum development includes Massachusetts state standards.		☐ ☐	☐	☒	☐	☐

Action Step 6.3: *Categorize the standards and benchmark to determine when they will be taught within the year.*								
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
Stakeholder review Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.	ILT minutes; VT minutes, design team documents; stakeholder review feedback		☐	☐	☐	☐	☒	☐

Action Step 6.4: *Seek the input and feedback of the teachers on the alignment of the curriculum.*								
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
Design team to review feedback form teacher survey, finalize summer work for refining and evaluating curriculum. Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to	Based on stakeholder feedback Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum and continued review of viable curriculum; review Curriculum Process Time Line Calendar.		☐	☐	☐	☐	☒	☐

state assessments. Student scores will improve.								

Action Step 6.5: *Select the assessments that will evaluate if students are meeting the standards.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Stakeholder review of benchmark assessment

Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve. | Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum. | | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ |

Action Step 6.6: *Provide professional development to teachers to implement the curriculum.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
When content specific curriculum is available, provide PD for teachers on newly aligned curriculum.

Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum | Agenda, attendee list, syllabus

Curriculum development continues as per curriculum Development and Renewal Plan. Year end meeting to plan for 2010-2011 dissemination of curriculum. | | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ |

content that is aligned to state assessments. Student scores will improve.								

Action Step 6.7: *Conduct a curriculum audit of the core academic programs.*								

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
Begin to ensure equity across all school with aligned curriculum resources	Draft of standards based curriculum documents; School inventory documents		☐					
Equity of resources available in all school, all grade levels	Fall River K-12 Ell academic language, visualizations, manipulative materials, inclusive and engaging content, etc. Implications for Curriculum Development and Renewal Plan integrated. Curriculum Development begins as per year 1 of Curriculum Development and Renewal Plan.							
Fall River Public schools has a process and procedure in place for developing and renewing all FRPS curriculum over 5 years. Curriculum developed is viable and aligned with Massachusetts state standards. Students will have access to curriculum content that is aligned to state assessments. Student scores will improve.				☐	☐	☒	☐	☐

Teaching & Learning	**Strategy 7:** Focus and coordinate all district strategic efforts and plans to ensure that the stated goals are achieved.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 7.1: *Conduct a public engagement campaign to improve communication and awareness.*								

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4

Stakeholder group (e.g., parent, business, community representatives, principals, etc.) established and working sessions convened; venues available for communication (e.g., PACs, FRED, Fall River Public Schools website, City of Fall River website, Parent Information Center, etc.) identified and prioritized; communication plan developed with timelines and potential topics and data to be shared each month based on RP and DIP. The strategic plan, DIP and SIPs will serve as the guidepost for all FRPS initiatives.	FRPS monthly progress reports DESE monitor's progress report		☐					
				☐	☐	☒	☐	☐

Action Step 7.2: *Align the budgeting process based on student needs.*

			Assessment					
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	N/A	0	1	2	3	4
Same as 7.1 The strategic plan, DIP and SIPs will serve as the guidepost for all FRPS initiatives.			☐					
				☐	☐	☒	☐	☐

Action Step 7.3: *Develop groups of stakeholders that can advocate for the resources necessary to implement the FRPS strategy.*

Attachment #1: Fall River Progress Report

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Same as 7.1 The strategic plan, DIP and SIPs will serve as the guidepost for all FRPS initiatives.			☐	☐	☐	☒	☐	☐

HUMAN RESOURCE MANAGEMENT

HR Management	**Strategy 1:** Recruit, screen, and hire an experienced and qualified Human Resources Director to lead the Human Resources department and to continue to address the findings and recommendations in the DESE Accountability and MASBO reviews.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable

Action Step 1.8: *Transition in HR executive director.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Interim Recovery Human Resource Director provides training, mentoring and guidance to the permanent candidate for Human Resource Director once hired.	Mentoring/training plan developed with benchmarks.		☐	☐	☐	☐	☒	☐

HR Management	**Strategy 2:** Identify and address the needs of building level administrators with input from a representative committee.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable

Action Step 2.1: *All FRPS principals will work with the Superintendent and central office staff to determine areas of need for building level support.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Principals hold at least 2 working meetings to identify areas of support.	Meeting agenda and minutes. Principals' draft document describing areas of need.		☐	☐	☐	☐	☒	☐

Action Step 2.2: *Principals will begin identifying priority needs of additional support for administrators. For example; support include assembling a list of resources and procedures that would allow all principals to access support quickly, put procedures in place to fast track answers and strategies that are effective at the specific levels.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Principals and central office create SMART goals aligned with the Recovery Plan, detailing priority areas for support.	Meeting agenda and minutes. Draft document of SMART goals		☐	☐	☐	☒	☐	☐

Action Step 2.3: *The Superintendent will convene monthly meetings with central office staff and representative principals (two elementary, two middle, and one high school) to develop an action plan for the SMART goals, including developing procedures for increased support for principals, while increasing communication within and across departments.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Superintendent and central office staff meet monthly.	Meeting agenda and minutes. Action Plan and Procedures.		☐	☐	☐	☐	☒	☐

HR Management	**Strategy 3:** Develop, revise and update evaluation instruments for all school personnel including all district administrative level positions, support staff, and all other service and support departments.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 3.1: *Superintendent and team will develop instruments for evaluating district level positions for performance and effectiveness.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
A Central Office Evaluation Tool and Process will be developed by June 30, 2010. Training in the use of the process will take place in the summer of 2010 and the process will be implemented for all	Evaluation tool.		☐	☐	☐	☐	☒	☐

central office employees during the 2010-2011 school year.								

Action Step 3.2: *Superintendent and team will develop instruments and formalize the procedures for evaluating principals and school level administrative positions for performance and effectiveness. This evaluation would include the feedback from School Review Visits as well as other data. This process could also involve the committee created in Strategy #2 for feedback on the evaluation instrument.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Superintendent and/or designee will use the existing principal evaluation rubrics /document for the performance evaluation of principals for the school year 2009-2010. During the summer of 2010 this rubric /document will be reviewed and changed where necessary and the new instrument will be used in the 2010-2011 SY. The performance evaluation document for school-based administrators needs to be revised through the collective bargaining process in 2010-2011.	Revised Principal Evaluation Rubrics/Document will be completed, reviewed, and adopted by August 31, 2010.		☐	☐	☐	☐	☒	☐

Action Step 3.3: *Labor and management will work together to create and refine evaluation instruments that are covered by collective bargaining units.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
The district will complete collective bargaining for performance evaluation tools and processes for all	Evaluation Tools		☐	☐	☐	☒	☐	☐

			Assessment					

unions in 2010-2011.								

Action Step 3.4: *All employees evaluated by their appropriate supervisor for performance and effectiveness.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
The district will evaluate all non-union employees in 2010-2011, begin a pilot implementation of the new teacher evaluation process, and complete collective bargaining for performance evaluation tools and processes for all unions in 2010-2011.	Revised Principal Evaluation Rubrics/Document will be completed in August 2010. Current Custodian Performance Evaluation will be uploaded by June 30, 2010. New evaluation tools will be available when collective bargaining is completed with unions.		☐	☐	☐	☒	☐	☐

HR Management	**Strategy 4:** Through labor and management collaboration, expedite the approval and acceptance of the teacher evaluation instrument.	Key:　**N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 4.1: *During the contract negotiations and approval, the FREA will assist in the ratification of the updated teacher evaluation for use in FY10.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
FRPS will sign labor agreement with FREA. Principals will begin to evaluate teachers using the new evaluation instrument	Minutes from SC-FREA mediation sessions.		☐	☐	☐	☐	☒	☐

Action Step 4.2: *The evaluation instrument will be implemented for all appropriate employees within FY10.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Because the negotiations and ratification process with the FREA was not	FREA/FRSC agreement		☐	☐	☐	☐	☒	☐

completed until June 14, 2010, action step 4.2 will be revised to reflect the evaluation process for FY11.									

HR Management

Strategy 5: Develop an Employees Assistance Program, in collaboration with the FREA and other bargaining units.	Key: N/A=Not Assessed 0=Undeveloped 1=Under-developed, 2=Developing 3=Practices & Resources in Place 4=Fully Embedded & Sustainable

Action Step 5.1: Research and recommend an employee assistance program.

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Committee not formed (as planned previously). Superintendent working directly with City Human Resources Director. Program presented for approval.	Proposed EAP		☐	☐	☐	☐	☒	☐

Action Step 5.2: *Recommend an employee assistance program to the School Committee for adoption.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
EAP presented to School Committee in August 2010. EAP adopted by School Committee.	Written procedures for EAP		☐	☐	☐	☐	☒	☐

Action Step 5.3: *Build into the FY2011 the necessary resources to implement an employee assistance program.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
EAP and request for funding presented to the School Committee in August 2011. FY11 Budget includes funding for EAP.	FY11 Budget		☐	☐	☐	☐	☒	☐

Attachment #1: Fall River Progress Report

HR Management	**Condition 7:** "The SC and FR Educators Association reach a fiscally responsible agreement on a successor collective bargaining agreement, to extend for at least one year, which enables the district to achieve short- and long-term cost savings and/or cost avoidance so that it can marshal the resources needed to implement its Recovery Plan. "	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

	Action Step: *Provide DESE with minutes from mediation sessions.*								

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Mediation sessions facilitated by professional mediator will be held between FREA and School Committee.	Minutes from SC-FREA mediation sessions.		☐	☐	☐	☒	☐	☐

FINANCIAL MANAGEMENT

Financial Mngmt.	**Strategy 1:** Recruit, screen, and hire an experienced and qualified full-time interim Recovery Chief Financial Officer and to address the findings in the Accountability and MASBO reviews. [Also recruit, screen, and hire permanent CFO.]	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

	Action Step 1.6: *Develop job description for permanent CFO, including clarification of skill set, role, and expectations for the position.*								

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
CFO job description developed; presented to School Committee and DESE for approval.	CFO Job Description includes skill set, role and expectations; School Committee agenda and minutes; correspondence with DESE indicates approval.		☐	☐	☐	☐	☒	☐

	Action Step 1.7: *Post job announcement for permanent CFO.*								

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
CFO opening posted.	Copy of job posting; listing of venues utilized (e.g., FR website, Herald News,		☐	☐	☐	☐	☒	☐

EdWeek, etc.) including dates of posting.									

Action Step 1.8: *Actively recruit for qualified applicants for permanent CFO.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Recruitment for qualified applicants completed.	Missing		☐	☐	☐	☐	☒	☐

Action Step 1.9: *Select and hire permanent CFO (includes appointment by the School Committee).*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Interviews for CFO position completed; approval from Commissioner of Ed and School Committee; contract signed; CFO person hired.	List of candidates for CFO position; interview process and questions; listing of finalists; final recommendation and his/her resume; copy of correspondence with Commissioner showing approval of candidate; School Committee agenda and minutes indicate approval of candidate; signed contract.		☐	☒	☐	☐	☐	

Financial Mngmt.	**Strategy 2:** Conduct a review of financial procedures and processes in the finance department.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 2.1: *Massachusetts Association of School Business Officials (MASBO) reviews procedures and processes.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
MASBO conducts review. MASBO issues report and recommendations. FRPS implements recommendations.	Full MASBO Report Summary of MASBO Findings Sample Cash Handling for Food Service Program Sample Cash Handling for		☐	☐	☐	☐	☒	☐

	Athletic Monies Approved Procurement Manual Recommended Finance Manual							

Action Step 2.3: *Contract with Massachusetts Association of School of School Committees (MASC) to provide support on developing financial policies.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Finance Sub-committee and CFO to review school finance policies	School Committee finance policies.		☐	☐	☐	☐	☒	☐

Action Step 2.4: *Develop and implement corrective action plan to streamline financial department's policies, procedures and control.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
To create two financial departments one for Accounts Payable and one for Payroll. To create a new position as Finance Manager to assist with the development and supervision of the new departments.	Organizational Flow Chart – current and proposed. Finance Manager Job Description.		☐					
				☐	☐	☒	☐	☐

Financial Mngmt.	**Strategy 3:** Combine findings from the MASBO financial review and annual audit to extend annual audit to full financial audit.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 3.1: *School Committee will identify funds for the expanded audit of the district's finances.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
City of Fall River budgets for the single audit act. MASBO does not need to review the single audit.	MASBO review Single Audit		☐	☐	☐	☒	☐	☐

The CFO, COO, Finance Manager and the Assistant Business Manager will review the findings of the single audit and take appropriate steps to address any concerns.									

Action Step 3.2: *FRPS will develop RFP detailing scope of annual audit.*									

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
The City of Fall River will define the scope of the audit.	Independent Auditors' Report for 2006, 2007 and 2008		☐	☐	☐	☒	☐	☐

Action Step 3.3: *Annual audit is expanded to include full financial audit.*									

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
The School Committee and the City of Fall River will determine if a full financial audit is to be performed.	Missing		☐	☐	☐	☒	☐	☐

Financial Mngmt.	**Strategy 4:** Identify and act on areas where resources and services may be consolidated to maximize efficiencies and cost effectiveness through a collaborative process.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 4.1: *Creation of a FRPS and city task force with DESE guidance.*									

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
Missing	Missing		☒	☐	☐	☐	☐	☐

Action Step 4.2: *Task force explores consolidation areas of mutual benefit.*									

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4

Missing	Missing		N/A	0	1	2	3	4
			☒	☐	☐	☐	☐	☐

Action Step 4.3: *Task force will research best practices and lessons learned from other districts.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Missing	Missing		☒	☐	☐	☐	☐	☐

Action Step 4.4: *Task force will issue a report with recommendations.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Missing	Missing		☒	☐	☐	☐	☐	☐

Strategy 5:
Create a collaborative process between the school district, the municipality, and community for the creation of a budget based on the needs of the school community.

(side label: Financial Mngmt.)

Key: **N/A=Not Assessed**
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Action Step 5.1: *Secure an agreement between the municipality and school district for indirect costs.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Prepare a memorandum of understanding between the School Department and the City as to the calculations of indirect costs	Memorandum of understanding		☐	☐	☐	☐	☒	☐

Action Step 5.2: *Create a budget timeline that allows for adequate time to prepare successor budgets based on needs and available resources.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Finance Sub-committee to review and recommend the time line as prepared by CFO. This will be reviewed prior to recommending to the School Committee as a whole.	Budget Process with Time Line		N/A	0	1	2	3	4
			☐	☐	☐	⊠	☐	☐

Action Step 5.3: *School Committee adopts budget timeline/calendar.*								
Benchmark/Goal	**Artifacts**	**Evidence/Comments**	...					

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
School Committee approves budget time line. Budget for Fiscal Year 2011 has been completed at this time. Budget time line shall be for the Fiscal Year 2012 budget process.	Missing		☐	☐	☐	⊠	☐	☐

Strategy 6:
Collaborate with the City of Fall River on the creation of a Capital Improvement Plan for the schools.

(sidebar: Financial Mngmt.)

Key: **N/A=Not Assessed**
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1=Under-developed, 2=Developing
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Action Step 6.1: *Establish a capital improvement planning team representative of school department and city officials.*								

Benchmark/Goal	**Artifacts**	**Evidence/Comments**	**Assessment**					
			N/A	0	1	2	3	4
School Committee and Mayor vote to establish a Capital Planning Team. Create a Preventive Maintenance Manual. Establish meeting dates. Planning team creates capital improvement plan.	Sample Capital Team Membership Sample Preventive Maintenance Manual.		☐	☐	☐	☐	⊠	☐

Action Step 6.2: *Implement an inventory control program that includes an analysis of expected life cycles and realistic replacement costs.*								

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Begin to assess all school department buildings	Sample building evaluation form.		☐	☐	☐	☐	☒	☐

Action Step 6.3: *Create a capital improvement plan for schools.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Listing of capital improvements needed during FY2012.	Sample capital improvement plan list		☐	☐	☐	☐	☒	☐

Action Step 6.4: *Present capital improvement plan to School Committee for approval.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Present capital improvement plan for FY2012 by May 2011 School Committee meeting.	Capital Improvement Plan	According to Benchmark, not due until May 2011.	☒	☐	☐	☐	☐	☐

Action Step 6.5: *Submit capital improvement plan to City of Fall River.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Present capital improvement plan to the City by June 2011.	Capital Improvement Plan	According to Benchmark, not due until June 2011.	☒	☐	☐	☐	☐	☐

Financial Mngmt.	**Strategy 7:** Seek resources and technical assistance and expertise from the DESE that could benefit priority schools and explore ways that the technical assistance could then be utilized or shared to benefit all schools.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 7.1: *Develop a memorandum of understanding with DESE detailing financial resources and technical assistance to be provided to FRPS.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Memorandum of Understanding (MOU) with DESE	MOU Agreement Document, FC 220F and FC 771.		☐	☐	☐	☐	☒	☐

Action Step 7.2: *Apply for competitive and entitlement grants aligned with the FRPS Strategic Plan.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
The district will apply for grants that are consistent with its mission and aligned with this recovery plan.	Grant tracking sheet.		☐	☐	☐	☐	☒	☐

Action Step 7.3: *Attend DESE Urban Superintendent's Network*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Superintendent and Assistant Superintendent attend Urban Superintendent meetings	Agendas for Urban Supt. Meetings		☐	☐	☐	☐	☐	☒

Action Step 7.4: *Coordinate monthly DESE/FRPS joint intervention meetings to support ongoing improvement efforts at priority schools.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
Superintendent and Assistant Superintendent with DESE Liaison coordinate monthly DESE/FRPS joint intervention meetings	Agendas for DESE/FRPS Intervention meetings		☒	☐	☐	☐	☐	☐

Financial Mngmt.	**Strategy 8:** Develop the ability of principals to effectively make site-based budget decisions based on total amounts of line items and FTE positions.	Key: **N/A=Not Assessed** **0=Undeveloped** **1=Under-developed, 2=Developing** **3=Practices & Resources in Place** **4=Fully Embedded & Sustainable**

Action Step 8.1: *Provide MUNIS training to all school cost centers (principals and directors).*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4

Benchmark/Goal	Artifacts	Evidence/Comments	N/A	0	1	2	3	4
School Cost Centers receive MUNIS training. Tyler Technology to train CFO and COO. Additional training to be provided by the Assistant Business Manager and the Finance Manager	Agenda for MUNIS training session; attendance sheet		☐	☐	☐	☐	☒	☐

Action Step 8.2: *The district will have quarterly sessions with principals to provide budgetary updates and feedback on the budget throughout the year.*

Benchmark/Goal	Artifacts	Evidence/Comments	Assessment					
			N/A	0	1	2	3	4
MUNIS training for all principals and central office staff. Quarterly budget meetings with principals	Monthly budget reports to be given to Senior Staff and Building Principals.		☐	☐	☐	☒	☐	☐